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Academic Affairs Committee Minutes

College of Arts and Sciences Minutes and Reports

11-17-2015

Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, November 17, 2015

Arts & Sciences Academic Affairs Committee

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Agenda AAC
November 17, 2015

- I Approve the Minutes from the November 10th meeting
- II Sub-Committee announcements or reports
- III Old Business
 - a. Re-visit approved proposal on closing the CR/No CR loophole (Susan Walsh/Kasandra Riley)
- IV. New Business
 - a. Proposal concerning students who receive a D or below in their rFLA100 course (Claire Strom)
 - b. Proposal to add the four-credit hour statement to our course proposal forms (Claire Strom)
 - c. Proposal concerning Associate Degrees (Claire Strom)
 - d. Proposed changes to Rollins policy concerning academic credit hours and levels of courses (Claire Strom)
- V. Announcements
- VI. Adjourn

Academic Affairs Committee Meeting Minutes, 17 November 2015

In attendance: Kasandra Riley, Amy Armenia, Casey Taranella, Caleb Archuleta, Laura Pfister, Gabriel Barreneche, Jay Pieczynski, Anca Voicu, Claire Strom, Tiffany Griffin, MacKenzie Moon Ryan, Robin Mateo, Meribeth Huebner, Jill Jones, Mario D'Amato

I. Approval of Minutes from 10 November 2015. Motion to approve: C. Archuleta, 2nd Riley. Voted and approved. Minutes approved.

II. Sub Committee Reports

A. CPS Curriculum Committee (J. Jones)

a. New Programs Proposal Form - At the recent CPS Curriculum Committee meeting, a form concerning a New Program Proposal or Substantive Change to an Existing Program was circulated (see attached) raising questions as to who has governance over how and which programs get created – should new programs go through AAC or the trustees? The form offers questions over how the college is governed, who has authority over new programs – this issue should be taken to EC, and EC should take this issue to the Provost – Anca will take this form to EC and discuss in that forum

b. CPS changed their bylaws from a non-voting student delegate to a non-voting CPS student.

B. New Course Subcommittee (K. Riley): Nothing to report

C. Academic Appeals (G. Barreneche): Nothing to report

III. Old Business

A. Continued discussion on closing the CR/NC loop hole (A. Voicu): A. Voicu and T. Griffin have put together one document summarizing state of the proposed changes, concerning the option of students retaking a course if they elect to use the CR/NC option (see attachment for proposed changes). The request was made that AAC vote with a paper ballot.

C. Archuleta: Point of clarification: is the change to the CR/NC policy for A&S students only?

M. Huebner: This is for all undergraduate students.

AAC members reviewed the proposed changes. AAC voted by paper ballot and approved option 1A, which will allow students to retake a course if they elect to CR/NC the course. Vote was unanimous.

IV. New Business

Note: C. Strom started with item D on the agenda

D. Proposed changes to Rollins policy concerning academic credit hours and levels of courses (C. Strom) There is current discussion on how the College can rectifying challenges from SACS concerning 4 credit hour courses. In response to these challenges, Rollins responded by having faculty complete an audit form to articulate how much time students were to spend on

course work. The results of the audit were sent back to SACS. C. McAllister charged the 128 Credit Hour Committee with validating the 4 credit hour course standard and the associated 9-12 hours of student work per week that goes along with 4 credit courses. The 128 Committee came back with many strategies, but fundamentally they believe that students are not working 9-12 hours a week and should not report this to SACS. The proposal put forth is to change the expectation for work outside class from 3 – 2.5 hours outside of class per hour of in class instruction. How does Rollins then justify 4 vs. 3 credits hour courses then? The 128 determined a way to calculate the value of small class sizes to justify 4 vs. 3 (See attached documents for calculations). The 128 would like to proceed by a proposed rewriting the credit policy (see attached) and is approaching the Professional Standards Committee to discuss changing the CIEs to help students better assess time spent.

M. Huebner: Is the 10:1 student to faculty ratio (as outlined in the document) based on number of faculty on campus or average class size?

C. Strom: We calculated these number based on both class size and number of faculty on campus.

M. Huebner: Does this include adjuncts?

C. Strom: We are solely talking about in class activities.

M. Huebner: I'm concerned with the number of adjuncts in the Holt School, and that we can't justify this math to SACS. Adjuncts don't necessarily demand the same amount of hours of students as other faculty.

K. Riley: Is it fair to lump Holt in with this policy then? It seems like Holt is almost a different degree.

C. Strom: This is an ongoing discussion as to the differences between the Holt School and the day-school.

M. D'Amato: AAC should focus on one thing at a time, fixing the policy and then applying it to Holt. As far as rigor of classes, these should come down to the departments.

G. Barreneche: A typical student load should be 4 courses, but currently some students are taking 5 or more. We are trying to tell students that they should take four, 4-hour courses and spend significant time on 4 courses.

T. Griffin: I would recommend that we follow up with data from CIEs concerning how much time students are actually spending outside of class on course work. I work with many students have time management issues and even 30 hours of outside class work might be unrealistic.

M. D'Amato: This is a federal issue as to how to assess student time spent. The standard came to be 1 hour in class and 2 hours outside of class. Looking at liberal arts colleges, 60% of these colleges have 4 credit courses; by the math this required students to do 48 hours of work per work, which is unrealistic.

C. Strom: When we think about SACS in 5 years, the justification for 4 credit hour courses seems to be a common problem from liberal arts colleges. These schools are probably having this same

discussion. I think it is prudent that we attempt to solve this problem for using what is best for Rollins.

J. Jones: Will these proposed changes go to the full faculty?

C. Strom: These changes will first go to the EC.

A. Voicu: Do we have a motion to approve the proposal to change the credit hour policy, take outside class work from 3 – 2.5 and justifying 4 credits by the individualized attention that our students receive? So moved by A. Armenia, 2nd by M. Ryan. Voted on and approved. Anca will take this proposal to EC.

B. Proposal to add the four-credit hour statement to our course proposal forms (C. Strom): We would like to put the credit hour statement in all course proposal forms, in light of the previous conversation these seems likely to change therefore no discussion is needed at this time.

A. Proposal concerning students who receive a D or below in their rFLA100 course (C. Strom) – item struck from the agenda.

C. Proposal concerning Associate Degrees (C. Strom) policy is that if a student has an A.A. from an accredited Florida school the student is only required to take RCC200. (see attached document) Every year a few students have an A. A. from another accredited institute from outside the state (not Florida) and since there is not a policy governing the recognition of their A.A., these students are forced to take extra courses effectively taking two different general education curricula over their academic careers. This proposal is That Rollins College accepts all AA degrees from accredited institutions in the same way that it accepts AA degrees from an accredited Florida institution.

Motion to approve proposal as written: J. Jones, 2nd A. Armenia. Voted on and approved. Motion passes and proposal is approved.

V. Announcements – None.

VI. Adjournment



Office of the Vice President for Academic Affairs and Provost

Cover Sheet for New Program Proposal or Substantive Change of an Existing Program

Program Name	
College	
Department or Program	
Contact(s), E-mail, Phone	
Type of Program	Degree, Major, Minor, Certificate, Dual or Joint Degree Program
Level	Undergraduate, past-baccalaureate, graduate, doctoral, professional.
Credit or Non-Credit	
Total Credit Hours	
Effective Date	
Program Need and Fit to Mission	
Intended Audience	
Projected Enrollment	
Location(s) of Instruction	Physical location of instruction (e.g. Main Campus, new location, etc.) and means of delivery (e.g. traditional face-to-face, on-line, blended, etc.). Indicate plans or potential plans for expansion to additional physical locations or additional means of delivery.
Admission Requirements	
Faculty Required and Credentials	If existing faculty will staff the program, please explain how teaching in the new program will affect offerings of the department, e.g., existing majors, minors, general education, etc.
Coursework Required	
Student Learning Outcomes	What will students or participants know or be able to do upon completion of the program?
Evaluation & Assessment	How will student learning outcomes be assessed and how will program efficacy be evaluated?
Resource Requirements & Project Budget	Will the program require additional resources, from any source, such as faculty, courses, library materials, equipment, and/or facilities? If such resources are required, indicate the source of funding to support needs.
P R E - P R O P O S A L R E V I E W S	
Sponsoring Department	Signature and Date
Appropriate Dean	Signature and Date
Faculty Executive Council	Signature and Date
Trustee Notification	(Date; Completed by Office of the VPAA/Provost)
F U L L P R O P O S A L A P P R O V A L S	
Appropriate Dean	Signature and Date
VPAA/Provost	Signature and Date
Faculty Governance	Required only for credit-bearing programs. Note all governance bodies and approval signature(s).
P&BC Approval	(If required; Date; Completed by Office of the VPAA/Provost)
President's Cabinet	(If required; Date; Completed by Office of the VPAA/Provost)
President	(If required; Date; Completed by Office of the VPAA/Provost)
Board of Trustees	(If required; Date; Completed by Office of the VPAA/Provost)

CURRENT CATALOGUE WORDING

ONE-TIME LAST DAY OF CLASSES CREDIT/NO-CREDIT DECLARATION

Students may also exercise a one-time option of Last Day of Classes Credit/No Credit. In this option, students are permitted to declare a class Credit/No Credit up until the last scheduled day of classes, before the official exam period begins, for the term in which they are enrolled. This option is available for one course, and for one time only during a student's career at Rollins. If a grade of 'C-' or better is earned, a mark of 'CR' and the appropriate number of semester hours are granted. If a grade below a 'C-' is earned, the course is abandoned, or the course is withdrawn from after the penalty deadline, a mark of 'NC' is granted. In any case, the grade point average is not affected.

Courses taken under this option may not be used to fulfill general education, major, minor, or concentration requirements. Courses with general education designations for which the CR/NC option is elected will not earn general education designations. Once the CR/NC declaration is made for a given course in a given semester, students may not later request that the CR/NC be changed to a letter grade. **In a subsequent semester, students may repeat a course graded CR/NC for a letter grade, but will not earn credit hours for the course a second time.** (See the College's policy on repeated courses, above.)

REPEATED COURSES

Students may repeat courses regardless of the grades earned However, students will only earn credit hours for the course one time. All grades will be calculated in the GPA, and all courses and grades will be part of the official academic transcript.

CR/NC POLICY APPROVED ON NOVEMBER 3, 2015

Option 1a:

Use this option, but repeat the course for a letter grade

1a. Change the highlighted wording to read, “**Courses taken under this option may be repeated for letter grades.**” In this way, students can retake a course for which they receive a CR for a higher grade without having to fail the course. If the course is required for the major, the student may still repeat the course for a letter grade. The CR will not impact their GPA. Since they are repeating a class, they will not receive credit for retaking the class, and students and their advisors must be clear about this before using this option, as a student may have to take up to 6 additional credits to make it up to 140 (or 128). Students who are on Bright Futures scholarships run out of money at 140 credits.

Option 3.

Cannot retake courses if they use this option

Change the wording to read, “**Courses for which students receive either a NC or CR grade may not be repeated.**” Here, it is in a student’s best interest to decide whether to continue to invest in the course (and major) or to abandon it. However, the inability to repeat the course means that a student must complete the coursework and have their major or minor GPA affected if this course is in their major or minor. If this is the only course that fulfills a particular major requirement, a student must complete the course to the best of their ability, only repeating the course if they do, in fact, fail it. For general education requirements, students can find an alternative course.

REPEATED COURSES

Students may repeat courses regardless of the grades earned. However, students will only earn credit hours for the course one time. All grades will be calculated in the GPA, and all courses and grades will be part of the official academic transcript.

If option 1a is approved, the catalogue will remain the same

If option 3 is approved, the catalogue will change as follows:

ONE-TIME LAST DAY OF CLASSES CREDIT/NO-CREDIT DECLARATION

Students may also exercise a one-time option of Last Day of Classes Credit/No Credit. In this option, students are permitted to declare a class Credit/No Credit up until the last scheduled day of classes, before the official exam period begins, for the term in which they are enrolled. This option is available for one course, and for one time only during a student's career at Rollins. If a grade of 'C-' or better is earned, a mark of 'CR' and the appropriate number of semester hours are granted. If a grade below a 'C-' is earned, the course is abandoned, or the course is withdrawn from after the penalty deadline, a mark of 'NC' is granted. In any case, the grade point average is not affected.

Courses taken under this option may not be used to fulfill general education, major, minor, or concentration requirement **must receive a letter grade unless designated by the College as a credit only course**. All courses with general education designations for which the CR/NC option is elected will not earn general education designations. Once the CR/NC declaration is made for a given course in a given semester, students may not later request that the CR/NC be changed to a letter grade. **Courses for which this option is used may not be repeated for letter grades.** (See the College's policy on repeated courses, above.)

REPEATED COURSES

Students may repeat courses regardless of the grades earned **unless they use the one time last day of classes credit/no credit declaration**. However, students will only earn credit hours for the course one time. All grades will be calculated in the GPA, and all courses and grades will be part of the official academic transcript.

Summary of Options

OPTIONS	CATALOGUE CHANGE	FORM CHANGE
1a	NO	YES (1a form)
3	YES	YES (3 form)

OPTION 1A FORM EXAMPLE

ONE-TIME LAST DAY OF CLASSES CREDIT/NO-CREDIT POLICY

Term: ☐ Fall ☐ Spring ☐ Maymester Year: _____

Student Name: _____ Rollins

I.D. Number: _____.

I request that the course listed below be taken on a credit / no-credit basis.

CRN No.	Course No.	Sect.No.	Course Title	Instructor's Name

By signing this form I attest to understanding the following statements.

- ☐ This is an option for one course, and for one time only, during my career as a student at Rollins.
- ☐ If I complete the course with a C- or higher, I will earn credit and a recorded grade of CR. If I abandon, withdraw after the withdrawal deadline, or earn a grade of D+ or lower, I will earn no credit and a recorded grade of NC. In either case, the grade point average is not affected. I understand that other colleges viewing my transcript may equate an NC grade as a failing grade.
- ☐ I have consulted with my faculty advisor and understand the implications it may have on my academic standing and progress toward degree completion/graduation.
- ☐ I have consulted with the Financial Aid Office about the impact this may have on my current and future aid and scholarship, if applicable.
- ☐ I may not use a grade of CR to satisfy major, minor, concentration, or general education requirements per College policy.
- ☐ I may repeat this course; however, any credits earned will count only once towards graduation.
- ☐ To use this course to fulfill requirements in a major, minor, concentration, or general education, I must repeat and complete the course with a passing, letter grade.
- ☐ I understand the deadline to submit this completed form is **5:00 p.m. on the last day of regular classes** for the current term in which I am enrolled in the course. Please note that the last day of classes is before the start of the final exam period. I also understand that I may not retract the request after this deadline.

A student accused of an honor code violation may not withdraw or exercise the one-time last day of class credit/no credit option from the applicable course once the referral has been made.

Student signature: _____ Date: -

Advisor signature: _____ Date: -

(If advisor is instructor, please see the Dean of Arts and Sciences or Professional Studies)

OPTION 3 FORM EXAMPLE

ONE-TIME LAST DAY OF CLASSES CREDIT/NO-CREDIT POLICY

Term: ☐ Fall ☐ Spring ☐ Maymester Year: _____

Student Name: _____ Rollins

I.D. Number: _____ .

I request that the course listed below be taken on a credit / no-credit basis.

CRN No.	Course No.	Sect.No.	Course Title	Instructor's Name

By signing this form I attest to understanding the following statements.

- ☐ This is an option for one course, and for one time only, during my career as a student at Rollins.
- ☐ If I complete the course with a C- or higher, I will earn credit and a recorded grade of CR. If I abandon, withdraw after the withdrawal deadline, or earn a grade of D+ or lower, I will earn no credit and a recorded grade of NC. In either case, the grade point average is not affected. I understand that other colleges viewing my transcript may equate an NC grade as a failing grade.
- ☐ I have consulted with my faculty advisor and understand the implications it may have on my academic standing and progress toward degree completion/graduation.
- ☐ I have consulted with the Financial Aid Office about the impact this may have on my current and future aid and scholarship, if applicable.
- ☐ I may not use a grade of CR to satisfy major, minor, concentration, or general education requirements per College policy.
- ☐ **I may not repeat this course; regardless if I earn credit or no credit in this course.**
- ☐ To use this course to fulfill requirements in a major, minor, concentration, or general education, I must repeat and complete the course with a passing, letter grade.
- ☐ I understand the deadline to submit this completed form is **5:00 p.m. on the last day of regular classes** for the current term in which I am enrolled in the course. Please note that the last day of classes is before the start of the final exam period. I also understand that I may not retract the request after this deadline.

A student accused of an honor code violation may not withdraw or exercise the one-time last day of class credit/no credit option from the applicable course once the referral has been made.

Student signature: _____ Date:

Advisor signature: _____ Date:

*(If advisor is instructor, please see the Dean of Arts and Sciences or
Professional Studies)*



1000 Holt Avenue – Box 2713
Winter Park, FL 32789
Phone: 407-646-2144 Fax: 407-646-1576

ONE-TIME LAST DAY OF CLASSES CREDIT/NO-CREDIT POLICY

Term: ☐ Fall ☐ Spring ☐ Maymester Year: _____

Student Name: _____ Rollins I.D. Number: _____

I request that the course listed below be taken on a credit / no-credit basis.

CRN No.	Course No.	Sect. No.	Course Title	Instructor's Name

By signing this form I attest to understanding the following statements.

- ☐ This is an option for one course, and for one time only, during my career as a student at Rollins.
- ☐ If I complete the course with a C- or higher, I will earn credit and a recorded grade of CR. If I abandon, withdraw after the withdrawal deadline, or earn a grade of D+ or lower, I will earn no credit and a recorded grade of NC. In either case, the grade point average is not affected. I understand that other colleges viewing my transcript may equate an NC grade as a failing grade.
- ☐ I have consulted with my faculty advisor and understand the implications it may have on my academic standing and progress toward degree completion/graduation.
- ☐ I have consulted with the Financial Aid Office about the impact this may have on my current and future aid and scholarship, if applicable.
- ☐ I may not use a grade of CR to satisfy major, minor, concentration, or general education requirements per College policy.
- ☐ I may repeat this course; however, any credits earned will count only once towards graduation.
- ☐ To use this course to fulfill requirements in a major, minor, concentration, or general education, I must repeat and complete the course with a passing, letter grade.
- ☐ I understand the deadline to submit this completed form is **5:00 p.m. on the last day of regular classes** for the current term in which I am enrolled in the course. Please note that the last day of classes is before the start of the final exam period. I also understand that I may not retract the request after this deadline.

A student accused of an honor code violation may not withdraw or exercise the one-time last day of class credit/no credit option from the applicable course once the referral has been made.

Student signature: _____ Date: _____

Advisor signature: _____ Date: _____

(If advisor is instructor, please see the Dean of Arts and Sciences or Professional Studies)

Title:	Academic Credit Hours and Levels of Courses	Type:	Academic
No: AC 2000			Approval Date: 10-17-2013; <u>12-X-2015</u>
Responsible Office: VP for Academic Affairs & Provost			Approved By: A&S <u>AAC; CPS Curriculum Committee</u> ; Exec Comm, CPS Exec Comm, Crummer Faculty Pres
Next Review: <u>20182020</u>			Revision No: <u>1</u>

I. Purpose/Introduction/Rationale

Academic credit provides a means of measuring and valuing the amount of engaged learning time expected of students enrolled not only in traditional classroom settings, but also in laboratories, studios, internships/practica, independent study, thesis or dissertation research and writing, experiential learning, and blended or hybrid learning environments. Academic credit may also help to quantify the level and academic rigor of student learning.

~~The 1906 Carnegie Classification Unit is commonly accepted as the historical standard for determination of academic credit in higher education and informs the Rollins policy for determining and awarding academic credit.¹~~

II. Definition

In accordance with Federal regulations and for the purposes of this policy, at Rollins the semester hour is the basis for used to-measureing, calculatecalculating, recording, and interpreting the number of credit hours accumulated by students in completing degree requirements. Factors for determining semester hours awarded in the Rollins definition include student time on task, subject competency, and achievement of learning outcomes attained by a typical student engaged in focused study for a designated period of time. Factors contributing to student time on task for purposes of awarding academic credit at Rollins may be comprised of direct and indirect instructional time (see below); course-related independent preparation, study, or additional out-of-class activities; and/or related educational experience(s).

~~The 1906 Carnegie Classification Unit is commonly accepted as the historical standard for determination of academic credit in higher education and informs the Rollins policy for determining and awarding academic credit.² This policy is also grounded in the fundamental notion that Rollins College students receive intensive direct instruction from professors in the form of: substantial individual in-class attention; extensive feedback on written work and assignments; comprehensive academic warnings that involve advisors, instructors, and the director of academic advising; and frequent one-on-one meetings with faculty instructors and advisors.~~

¹ ~~For additional information about the Carnegie Unit please see The Carnegie Foundation for the Advancement of Teaching (<http://www.carnegiefoundation.org/faqs>).~~

² ~~For additional information about the Carnegie Unit please see The Carnegie Foundation for the Advancement of Teaching (<http://www.carnegiefoundation.org/faqs>).~~

As substantiation, the median student-to-faculty ratio at Florida's state universities is 24:1, while at Rollins this ratio is 10:1. Thus, students at Rollins receive 2.4 times more attention from Rollins faculty than the average state student does from state university school faculty. Further, similar to a group of 23 peer and aspirant liberal arts colleges, Rollins delivers 73% of all undergraduate instruction via classes of 20 or fewer students; in Florida universities, typically 29% instruction was delivered in courses with fewer than 20 students enrolled.³ Thus, at Rollins, students are 2.5 times more likely to experience small class sizes. Using this data, 150 minutes per week of instruction at Rollins equates to 360-375 minutes per week at a state university.

III. Procedure or Application

This policy applies to all courses that award academic credit as described in the sections that follow (e.g., any course that appears on an official transcript issued by the College) regardless of the mode of delivery including, but not limited to, traditional lecture-discussion, independent study, hybrid/on-line, seminar, laboratory, or other formats. Academic units and appropriate faculty governance bodies of the College are responsible for ensuring that academic credit is awarded at appropriate levels for work that meets the requirements outlined in this policy.

Undergraduate Course Credit

Undergraduate course credit is typically determined on the basis of direct and indirect instructional time; course-related independent preparation, study, or additional out-of-class activities; related educational experience(s); and/or equivalent factors, as outlined previously. Rollins faculty expect undergraduate students to spend a minimum of ~~three~~ 150 minutes ~~hours~~ per week working on course-related activities for every ~~hour~~ 50 minutes of engaged learning time, an increased expectation from the commonly accepted higher education practice that students spend approximately ~~two hours~~ 120 minutes outside of direct instructional time for every ~~hour~~ 50 minutes of direct instructional time.

Examples:

- For a typical four-semester-hour undergraduate course, the College schedules 150 minutes of direct instructional time or the equivalent per week across a ~~15~~ 14-week semester, a total of ~~37.52,100 hours-minutes~~ per semester. Course learning outcomes and assignments are designed to require a typical student to spend an additional ~~9-450 hours-minutes~~ per week, or ~~135-6,300 minutes-hours~~ per semester, on outside preparation or course-related activities. The total engaged learning time for the semester is ~~172.5 hours~~ 8,400 minutes.
- Non-laboratory courses that provide ~~an~~ students with an additional ~~fourth or a fifth hour~~ 50 to 100 minutes of direct instructional time per week earn a maximum of five semester hours. Laboratory courses earn up to five or six semester hours depending on the length of the laboratories (~~two or four hours~~ 100 or 200 minutes). Studio and performance courses generally earn two to three semester hours.
- Academic credit awarded for short-term courses of variable length is determined proportionally based on the following calculation: each semester hour of academic credit requires a minimum of ~~9450 hours-minutes~~ of direct instructional time combined with ~~36 hours~~ 1,350 minutes of additional

³ These comparisons were made using U.S. News & World Report Best Colleges reports, which draws its data from the Common Data Set (CDS) Initiative. The Florida state universities sample consisted of the nine Florida institutions classified as "national universities" by U.S. News & World Report/CDS.

preparation or course-related activities, for a total of ~~36-1,800 hours~~minutes of engaged learning time.

Assurance of Standards. In each syllabus, faculty members must specify activities seen as justifying the fourth credit hour. Outside-of-class work may include additional reading and/or writing, fieldwork, research, experiential education, small group projects, etc. Course syllabi will be sampled and reviewed on a regular basis to assure compliance.

All syllabi must include the following statement and identification of additional outside-of class expectations for the fourth semester hour.

Credit Hour Statement.

Rollins College offers four-credit-hour courses that provide 150 minutes of direct instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 450 minutes of outside work per week, averaged over the course's duration and equaling 150 minutes of outside work for every 50 minutes of scheduled class time. In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., additional reading and/or writing, fieldwork, research, experiential education, small group projects, etc.]:

New faculty will be informed during their Orientation that Rollins offers four-credit-hour courses and that faculty expectations should be commensurate with this expectation. The relevant committees (Academic Affairs for Arts and Sciences and the Curriculum Committee for the College of Professional Studies) will include review of this expectation before all new courses can be approved.

~~Validation of factors contributing to and calculation of academic credit (semester hours) awarded and levels of courses are determined by academic departments or programs. Proposals are then reviewed and approved by the appropriate faculty governance bodies.~~

Holt Evening Graduate Program Course Credit

Holt Evening graduate course credit is typically determined on the basis of direct instructional time; course-related independent preparation, study, or additional activities; related educational experience(s); and/or equivalent factors, as outlined previously. Holt Evening graduate students are expected to spend a minimum of ~~three to four hours~~150-200 minutes per week working on course-related activities for every ~~hour~~50 minutes of direct instructional time. Course credit in Holt Evening graduate courses may be set at three or four semester hours of per course dependent upon the level of course-related activities expected outside of direct instructional time. In programs where a typical course earns four semester hours of credit, longer, deeper, or experiential learning is required through additional projects, reading of the literature of the discipline, writing, training, or professional publications (see *Appendix I: MHR Credit Hour Justification, MLS Credit Hour Justification*).

Examples:

- For a typical three-semester-hour graduate level course, the College schedules 150 minutes of direct instructional time per week or the equivalent across a 15-week semester, a total of ~~37.5~~52,250 minutes~~hours~~ per semester. Course learning outcomes and assignments are designed to require a typical student to spend an additional 9-540 minutes~~hours~~ per week, or ~~135-8,100 minutes~~hours, per semester, in course-related activities and/or preparation. The total engaged learning time for the semester is ~~172.5~~10,350 minutes~~hours~~.

- For a typical four-semester-hour graduate course, the College schedules 150 minutes of direct instructional time or the equivalent per week across a 15-week semester, a total of ~~37.5~~2,250 minutes per semester. Course learning outcomes and assignments are designed to require a typical student to spend an additional ~~12 hours~~720 minutes per week, or ~~150 hours~~10,800 minutes per semester, in course-related activities and/or preparation. The total engaged learning time for the semester is ~~187.5 hours~~13,050 minutes.
- Academic credit awarded for short-term courses of variable length at the graduate level is determined proportionally based on the following calculation: each semester hour of academic credit requires a minimum of ~~9~~450 minutes of direct instructional time combined with ~~27 hours~~1,620 minutes of course-related activities and/or preparation, for a total of ~~36~~2,070 minutes of engaged learning time per hour.

Validation of factors contributing to and calculation of academic credit (semester hours) awarded and levels of courses are determined by academic departments. Proposals are then reviewed and approved by the appropriate faculty governance bodies.

Crummer Graduate Business Program Course Credit

Crummer graduate course credit is typically determined on the basis of direct instructional time; course-related independent preparation, study, or additional activities; related educational experience(s); and/or equivalent factors, as outlined previously. Crummer graduate students are expected to spend a minimum of three hours per week working on course-related activities for every hour of direct instructional time. Course credit in Crummer's graduate courses is typically set at three semester hours of per course.

Examples:

- Early Advantage and Professional MBA students are scheduled for 180 minutes of direct instructional time, or the equivalent, per week across a 12-week semester, a total of ~~36 hours~~2,160 minutes per semester. Course learning outcomes and assignments are designed to require a typical student to spend an additional ~~9~~540 minutes per week, or ~~108~~6,480 minutes, per semester, in course-related activities and/or preparation. The total engaged learning time for a typical 12-week offering is ~~144 hours~~8,640 minutes.
- Executive MBA students are scheduled for 240 minutes of direct instructional time, or the equivalent, per week across an 8-week session, a total of ~~32~~1,920 minutes per session. Course learning outcomes, on-line sessions and assignments are designed to require a typical student to spend an additional ~~12 hours~~720 minutes per week, or ~~96 hours~~5,760 minutes, per semester, in course-related activities and/or preparation. The total engaged learning time for a typical 8 week offering is ~~128 hours~~7,680 minutes.
- Executive Doctorate in Business Administration students are scheduled for 160 minutes of direct instructional time, or the equivalent, per week across an 12-week session, a total of ~~32 hours~~1,920 minutes per semester. Course learning outcomes, on-line sessions, meetings with advisors, and assignments are designed to require a typical student to spend an additional ~~12 hours~~720 minutes per week, or ~~144 hours~~8,640 minutes, per semester, in course-related activities and/or preparation. The total engaged learning time for a 12-week offering is ~~176 hours~~10,560 minutes.

Validation of factors contributing to and calculation of academic credit (semester hours) awarded and levels of courses are determined by academic departments. Proposals are then reviewed and approved by the appropriate faculty governance bodies.

IV. Related Policies or Applicable Publications

Faculty Handbook, All Faculty of Rollins College, Section II Policies and Procedures, Policy on Academic Credit Hours and Levels of Courses

V. Appendices/Supplemental Materials

From: Don Rogers
Sent: Tuesday, October 01, 2013 10:42 AM
To: Toni Holbrook
Subject: MLS Clarification re: Credit Hours

When Holt graduate programs were asked to go to 4 credit hours from 3, we agreed. We did not initiate the change.

At the time we agreed to increase the time spent out-of-class to justify the additional credit hour. We did so by adding projects and additional material. Strategic HRM requires students to write & submit an article for publication. Recruiting, Selection, & Retention and Employment & Labor Law require significantly more outside reading of original documents (and legal cases). Training & Development required students to actually conduct a training program for their organization. Organization Change & Development required a large scale OD project. Etc.

We have continued the policy of longer, deeper engagement in HR content material & experiential learning. We use this in advertising, promotion, and external reviews as a differentiating factor.

The move to 4 credit hours also provides a financial benefit to our students. Many of our students from large companies receive tuition remission based on the number of credit hours. A four credit hour course provides remission of a larger percentage of the total per course tuition (a fact noted by some of our students from Disney, Florida Health, and OIA).

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From: Patricia Lancaster
Sent: Monday, October 28, 2013 2:32 PM
To: Toni Holbrook
Subject: MLS Clarification re: Credit Hours

The MLS program adopted the 4-credit course standard when the undergraduate program moved to a system that awarded 4 credits for a regular course. I believe that it was, at the time, designated a Rollins Unit (RU). The expectation was that courses would require students to do a significant amount of independent work each week in addition to the 150 minutes that they spent in class.

Prior to the change, the credit for an MLS course was 3.3 semester hours. The MLS faculty reviewed course requirements, especially in the six core courses to make certain that the amount of work required outside of class was sufficient to justify awarding 4 credits.

Because most courses are taught as seminars, it is virtually impossible for a student to succeed without spending three or more hours outside of class for every hour in class. In contrast to courses taught in lecture style with learning evaluated through tests, the learning experience in MLS courses is based on the students' ability to contribute meaningfully to the discussion of the assigned readings. Both the reading and writing assignments in MLS courses require significant time outside of class. In most courses students read at least one book a week as well as supplementary critical and analytical texts, usually made available by the professor using Blackboard courseware.

Students in the first core course, *Human Order*, write one paper each week and a longer paper at the end of the term. In the second core course, *Religion and Western Culture*, they write several short papers and one long research paper. The research project is monitored from note-taking, through outline and draft form, to final draft. The emphasis on writing and research in these first two courses prepares students for the work they will do in subsequent courses and in the thesis project.

Often students are required to present written and oral reports to the class two or three times each semester. Thus, a student in the third core course, *Origins of Modernity*, will read at least one book each week, make at least two presentations in class, write two or three short papers on subjects other than their presentation topics, and write one longer paper.

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*Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097*

CREDIT HOURS

Policy Statement

As part of its review of an institution seeking initial or continuing accreditation, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) conducts reviews of an institution's assignment of credit hours. Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and distance and correspondence education. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

The purpose of this policy is to provide guidance to institutions and evaluation committees on the Commission's expectations regarding credits and to set forth the federal regulations regarding the award of credit.

Federal Definition of the Credit Hour. For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours.

Guidelines for Flexibility in Interpretation. An institution is responsible for determining the credit hours awarded for coursework in its programs in accordance with the definition of a credit hour for Federal program purposes. The definition does provide some flexibility for institutions in determining the appropriate amount of credit hours for student coursework.

- The institution determines the amount of credit for student work.
- A credit hour is expected to be a reasonable approximation of a minimum amount of student work in a Carnegie unit in accordance with commonly accepted practice in higher education.
- The credit hour definition is a minimum standard that does not restrict an institution from setting a higher standard that requires more student work per credit hour.
- The definition does not dictate particular amounts of classroom time versus out-of-class student work.
- In determining the amount of work the institution's learning outcomes will entail, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

- To the extent an institution believes that complying with the Federal definition of a credit hour would not be appropriate for academic and other institutional needs, it may adopt a separate measure for those purposes.
- Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student.

The intent of the above flexibility as provided by Federal guidance is to recognize the differences across institutions, fields of study, types of coursework, and delivery methods, while providing a consistent measure of student work for purposes of Federal programs.

Commission Obligations in the Review of the Credit Hour. The Commission reviews the institution's (1) policies and procedures for determining credit hours, including clock to credit hour conversions, that the institution awards for coursework and (2) the application of its policies and procedures to its programs and coursework. Following the evaluation, the Commission is obligated to make a reasonable determination regarding the institution's assignment of credit hours and whether it conforms to commonly accepted practice in higher education. In doing so, the Commission may use sampling or other methods in its evaluation. As with the identification of non-compliance with other standards, the Commission is obligated to take action in accord with that used in relation to other standards of non-compliance. If the Commission finds systemic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution, the Commission is required to notify the U.S. Secretary of Education.

Procedures

1. **Institutions preparing Compliance Certifications in anticipation of reaffirmation of accreditation (accredited institutions) or initial membership (candidate institutions).**
The institution will be required to document compliance with Federal Requirement 4.9 (Definition of Credit Hours) as relates to credit hours. If the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with FR 4.9 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.
2. **Institutions undergoing substantive change review related to an academic program review in anticipation of continuing accreditation.**
The institution will be required to address Federal Requirement 4.9 (Definition of Credit Hours) as part of its prospectus (program expansion) or application (degree level change). Following review of the prospectus, Commission staff will refer the substantive change case to the Commission's Board of Trustees if there is evidence of non-compliance with FR 4.9. For substantive change cases involving level change, the application will automatically be forwarded to the Commission's Board of Trustees.

As a result of Board review that may include a site visit, if the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with FR 4.9 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.
3. The Commission is not responsible for reviewing every course and related documentation of learning outcomes; rather, the Commission will review the policies and procedures that the institution uses to assign credit hours, with the application verified by a sampling of the institution's degrees and nondegree programs to include a variety of academic activities, disciplines, and delivery modes. The review process for sampling encompasses a varied sample of the institution's degree and nondegree programs in terms of academic discipline, level, delivery modes, and types of academic activities. In reviewing academic activities other than classroom or direct faculty instruction accompanied by out-of-class work, the Commission will determine whether an institution's processes and procedures result in the establishment of reasonable equivalencies for

the amount of academic work described in paragraph one of the credit hour definition within the framework of acceptable institutional practices at comparable institutions of higher education for similar programs.

4. The Commission will notify the U.S. Secretary of Education of its findings of systemic non-compliance with this policy or FR 4.9 or of significant non-compliance regarding one or more programs at the institution only after the Commission follows its review process that includes notification to the institution of non-compliance and a reasonable time period for the institution to respond to the citations and provide documentation of compliance.
5. Comprehensive Standard 3.4.6 reads as follows: "The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery." It is to be reviewed in conjunction with FR 4.9.

Document History

Approved: Board of Trustees, June 2011

Edited: January 2012

VI. Rationale for Revision

10-17-2013: Alignment with 2012 revisions to Federal and regional accreditation requirements.

11-17-2015: General revisions to philosophy and assurance of standards systems for the fourth semester hour.

Four Credit Hour Statement
AAC
November 17th, 2015

Can we add the four-credit hour statement to our course proposal forms? It is already on some of the forms.

Credit Hour Statement.

Credit Hour Statement for Rollins Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc.].

rFLA 110
AAC
November 17th, 2015

Motion:

That students who receive a D or below in their rFLA100 course should be required to take rFLA110.

Rationale:

Currently, students who receive a D or below in their rFLA100 course have to retake it. This has been problematic because there are insufficient students to fill four rFLA100 classes in the fall. Under this plan, all the students would be together in an rFLA110 class that would be taught by a faculty member who is fully equipped to help students improve their study skills and make them ready for their rFLA150.

**Associate Degrees
AAC
November 17th, 2015**

Motion:

That Rollins College accepts all AA degrees from accredited institutions in the same way that it accepts AA degrees from an accredited Florida institution.

Rationale:

Currently, Rollins College AA degrees from an accredited Florida school as a waiver for the rFLA program entirely, except RCC 200. Students with AAs from other schools have to complete the transfer rFLA, which includes the competencies, rFLA 100, and 3 other neighborhood classes.

I would argue that a student with an AA should not have to complete a second general education curriculum. This affects only a few students (3-5 per year), but we might be more attractive to potential transfers if we changed the rule. There is also an issue of equity.